



Effective Assessment & Feedback



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Learning Objectives

- **Demonstrate one of the** three evidence-based feedback models (e.g., Ask-Tell-Ask, Pendleton, SET-GO) in a simulated learner-faculty interaction.
- **Critique** a peer-generated feedback encounter using a feedback-quality rubric and **provide** at least two specific improvement suggestions.
- **Review** a workplace-based assessment tool (e.g., Mini-CEX, Direct Observation of Procedural Skills) for a skill common to multiple professions that is concise, observable, and reliable.

No Assessment, No Feedback



**Feedback is the
communication of an
assessment**



Assessment
requires direct
observation



Standards must
be defined up
front



Assessment
identifies both
strengths and
gaps



Assessment *for*
learning, not just
of learning



Close the loop
quickly

References: Van Hell et al, 2009

Workplace-Based Assessments



Student Performance Evaluation

Mini-CEX

Case-Based Discussions

OSCE's

Others?

Utilize the Assessment Tool

- **Know the tool**
 - Be familiar with the assessment objectives and the behaviors each rating is meant to reflect
 - Understand where the tool such as an SPE fits as the primary tool for documenting direct observation
- **Rate from evidence, not impression**
 - Base ratings on specific observed behaviors, not on general impression or a single strong/weak moment
 - Watch for halo effect and recency bias — don't let one interaction color the whole rating
- **Timeliness**
 - Take accurate notes regarding the performance categories on the assessment tool as close to the observation as possible, while behaviors are still fresh and specific
- **Connect to verbal feedback**
 - Use the assessment tool categories as the anchor for the verbal conversation, so written and verbal feedback reinforce (not contradict) each other

Feedback Models



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Why use a model?

- Use of a model helps focus the conversation and encourages direct feedback regarding skills and behaviors
- Creates both an equitable and efficient method for delivering feedback if used consistently with all learners
- Ensures that actionable next steps are provided to the learner
- Promotes two-way communication between observer and learner

References: French et al, 2015 & Lägervik et al, 2022

From Assessment to Action: Ask Tell Ask

Set the stage

Tell them it's feedback, set expectations early

Ask first

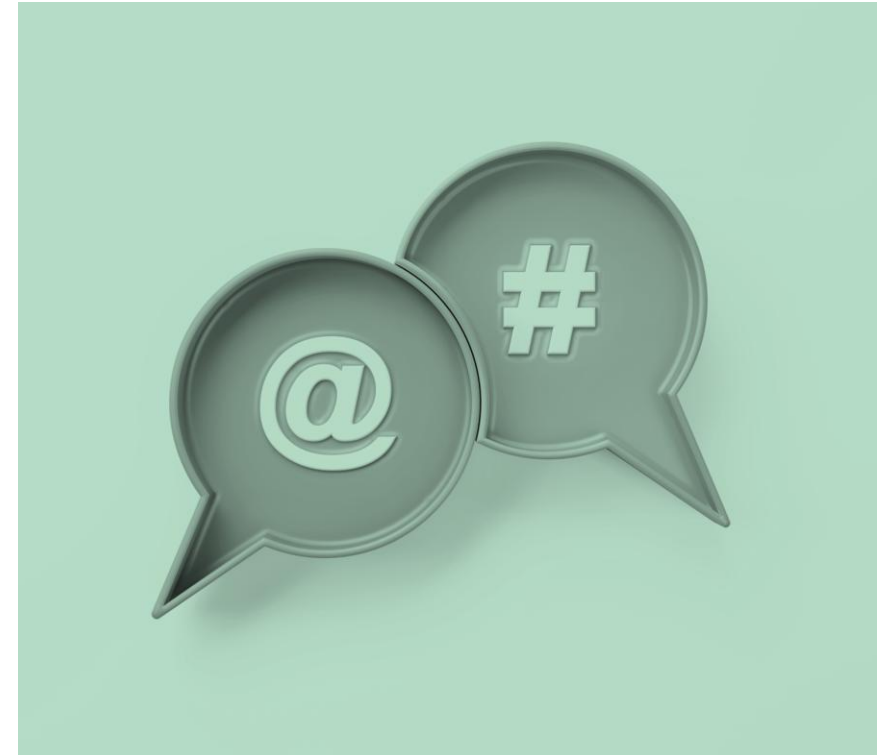
Elicit self-assessment before speaking

Tell

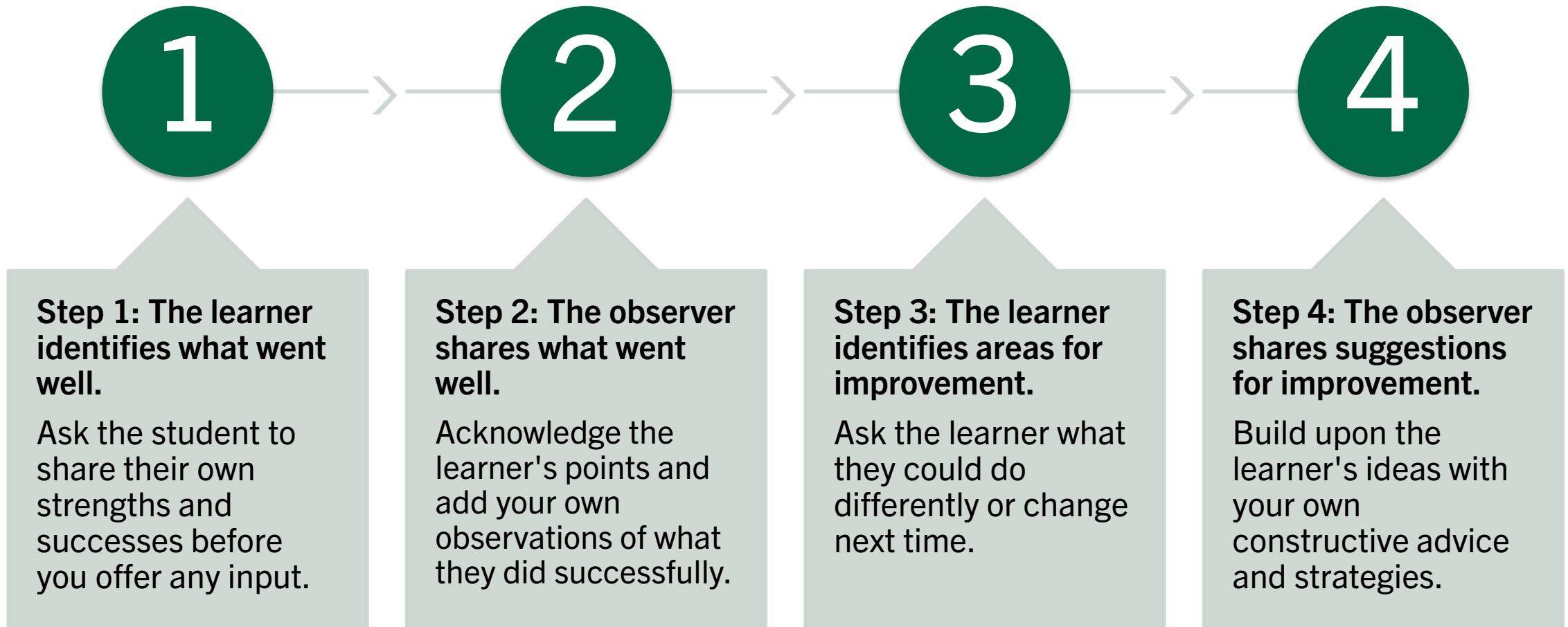
Address concerns
Focus on specific, actionable changes
Highlight success

Ask

Verify understanding
Create action steps, not just critique



Pendelton Model



SET-GO

-A descriptive approach to giving feedback so that the receiver of feedback can objectively accept it



S: “What I **Saw**” (describe what the teacher mainly saw)



E: “What **Else** did I see?” (describe what happened next)



T: “What do you **Think**?” (encourage the student to reflect to improve)



G: What **Goals** are we trying to achieve? (clarify what competency or its level are we going to achieve)



O: “Any **Offers** on how you are going to achieve this goal?” (possible ways and concrete plans).

Simulation Exercise – Breakout Rooms

- Locate your booklet
- Groups of 3
 - 1 Learner
 - 1 Instructor
 - 1 Observer – Provides feedback on the interaction
- Read scenarios, select the best one for your experience and select roles
- Provide feedback using either Ask Tell Ask, Pendelton, or SET-GO

Workplace Based Assessments



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Identifying Workplace Based Assessments



Many options already exist and can be utilized with slight modification

Look around, ask colleagues, look for things on professional listservs

Look for what is used in a similar field and see if modifications can be made

Look to real-world workplace evaluation tools or even job descriptions

Building WBA's

- Most common assessment tool – Rubric
- Rubric creation steps:
 - Develop components
 - Determine criteria
 - Develop rating scale
 - Create indicators for every level
 - Pilot rubric
 - Train raters
- Pro Tip: Consult the Assessment Office for resources and support!

Rubric Components

1. Criteria – What factors you expect to be demonstrated by all students
2. Rating/Scale – The different levels of the criteria, typically a “rank” along with a numerical score

Ex: Satisfactory = 3

3. Indicators – Descriptions of what each rating level for each criteria should look like

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Rating Scale

	Capstone 4	Milestones 3 2		Benchmark 1
Ethical Self-Awareness	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/ Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/ he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/ he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/ Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.

Indicators

Pilot and Train



Use exemplars to
pilot the rubric



Ensure the
scoring of an
exemplar would
be appropriately
rated and
weighted to your
desired
specifications



Ensure the
scoring of a non-
passing example
would also be
appropriately
rated



Train raters on
both exemplars
and non-passing
examples



Review and
discuss ratings of
examples to
ensure
consistency

Wrapping Up



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Tips - GOOD FEEDBACK

Uses a professional tone

Is constructive

Provides specific action items

Provides suggestions

Is not personal

Demonstrates empathy



Feedback to Avoid

- **Avoid Vague Feedback - “Good job”**
 - **Solution: Linking Feedback to assessment** turns "good job" into actionable data — specific, descriptive observations ("your differential omitted cardiac causes") are only possible when you've assessed against some criteria
- **Avoid Secondhand Feedback – "The residents said you seemed disengaged”**
 - **Solution: Assessment requires direct observation** — feedback grounded in what *you* assessed firsthand ("during rounds yesterday, you didn't examine the patient before presenting") is credible and specific
- **Avoid Delayed Feedback – End-of-rotation surprises**
 - **Solution: Assessment happens continuously, so feedback can too** — timely feedback lets the learner connect it to a specific patient encounter and correct course while there's still time in the clerkship



Questions?



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